



ART CENTER

SEPTEMBER
2016

RATIONALE:

Art allows us to express our individual thoughts and communicate ideas and perceptions through visual means. "As children carefully study and discuss their art and the art of others, they are developing 'visual perception or 'visual thinking', a cognitive process that takes images and gives them meaning" (Koster, 2005, p. 5). Art enables children to illustrate what they may not be able to say with words.

Working with art materials benefits all aspects of children's development. As they draw, paint and make collages, they experiment with color, line, shape, space, texture and size. By mixing colors, they learn cause & effect and trial & error. As they use different collage materials they try out ideas, plan, and experiment. In making lines and shapes, cutting paper and molding clay they develop and refine eye-hand coordination, fine motor control, and directionality which are necessary for reading and writing.

There is a difference between craft projects and child created art. By keeping the focus of art as a "process" rather than a "product", young children are able to assert individuality, solve problems, and develop innovative thinking and creativity, which are essential in today's globally competitive world. In a safe and comfortable environment, children build self-esteem and confidence while learning that each person has a different idea and way of working.

ORGANIZATION:

The Art Center is preferably an uncarpeted area close to a sink for easy cleanup. When possible provide enough space for children to work comfortably at easels, a table, and even the floor. A variety of tools and materials should be easily accessible to children to choose from and access independently. Nearby storage is also helpful to store materials not currently in use and a place for creations to dry ensures that precious artwork is safely protected. Designated area(s) in the room for displaying children's art work are provided.

SUGGESTED MATERIALS:

- Multiple baskets of commonly used materials (e.g., markers, crayons, pencils, colored pencils, glue, scissors)
- Pencil sharpeners
- Various kinds and grades of paper, tape, staplers
- Collage materials (e.g., buttons, beans, feathers, fabric, greeting cards, yarn, glitter)
- Paints and brushes
- Airtight containers of clay
- Sculpting materials (e.g., plastic knives, cookie cutters, textured materials)
- Rolling pins, hole punchers, trays
- Aprons and smocks
- Cleaning items (e.g., dustpan, brooms, towels, sponges)
- Books to be used for reference and inspiration

THE INTENTIONAL TEACHER:

- Has a thorough knowledge and understanding of the state standards, the curriculum and constructs
- Observes, takes notes, asks questions, probes, captures video and audio recording, collects work samples as he/she formatively assesses children as they do, make, say or write
- Keeps art materials well organized and accessible to children
- Re-stocks materials as they run low
- Provides enough materials for multiple children to use what they need
- Adds new materials/changes out materials to the art center to keep students engaged
- Models how to use the materials and provides clear directions orally and/or in visual form
- Discusses the safe use of all tools in the art center
- Encourages children to think and express themselves creatively

- Provides opportunities for students to collaborate on projects
- Understands the difference between craft projects (those that follow specific directions in order to create a finished product that looks similar to his/her classmates) and projects which develop creativity allowing children to think in divergent ways
- Pays careful attention to what the child is doing, then comments or describes something observed, such as “I see you used three red, patterned papers” or “I see that all the blue papers are different shapes.”
- Refrains from making judgmental/evaluative comments such as “That is so pretty.” Instead focuses on what the child has done, such as “You used three different colors.”
- Asks questions to promote learning such as:
 - Tell me about your painting/art work.
 - What are some ways you could fill up this paper?
 - How can you make these materials stick together?
 - How might you use these materials to create that?
 - What do you think you could do with these pinecones and acorns?
 - Is there anything else you would like to add to your piece of art work?
- Observes children carefully as they work in the art center to learn what the child knows and is able to do as it relates to the standards and constructs

IN THE ART CENTER, CHILDREN CAN:

- Discover lines, shapes, colors, textures
- Develop/refine fine motor skills
- Develop the ability to sustain interest and stay engaged in a project/activity for longer periods of time
- Develop the ability to self-select materials and projects of personal interest
- Experiment with a variety of media
- Learn and use various techniques for producing art
- Create original art that does not rely on copying or tracing
- Use art to express thoughts and ideas
- Observe and talk about artwork
- Use art to help create a story, tell about events, and compose opinion pieces
- Use art materials to make and illustrate books
- Produce art work to accompany another project (e.g., sign for a class store, posters to illustrate knowledge of a topic)

NC STANDARD COURSE OF STUDY & CONSTRUCTS

APPROACHES TO LEARNING

K.V.2.1 Recognize that artists may view or interpret art differently.

ENGAGEMENT IN SELF-SELECTED ACTIVITIES CONSTRUCT:

- Children understand that daily classroom routines provide opportunities for them to make choices of interest.
- Children understand that making choices allows them to pursue their interests.
- Children understand that they can make a plan and accomplish a task of interest to them, even when there are other things going on around them.
- Children understand that when they are working toward completion of a plan, there may be distractions and interruptions, but that their task will be there when they get back.

COGNITIVE DEVELOPMENT

VISUAL ARTS

K V 1 Use the language of visual arts to communicate effectively

K.V.1.1 Identify various art materials and tools.

K.V.1.3 Recognize various symbols and themes in daily life.

K.V.1.4 Understand characteristics of the Elements of Art, including lines, shapes, colors, and texture.

K.V.1.5 Recognize characteristics of the Principles of Design, including repetition and contrast.

K V 2 Apply creative and critical thinking skills to artistic expression

K.V.2.2 Use sensory exploration of the environment as a source of imagery.

K.V.2.3 Create original art that does not rely on copying or tracing.

K V 3 Create art using a variety of tools, media, and processes, safely and appropriately

K.V.3.1 Use a variety of tools safely and appropriately to create art.

K.V.3.2 Use a variety of media to create art.

K.V.3.3 Use the processes of drawing, painting, weaving, printing, collage, mixed media, sculpture, and ceramics to create art.

K CX 1 Understand the global, historical, societal, and cultural contexts of the visual arts

K.CX.1.2 Recognize that art can depict something from the past (long ago) or present (today).

- K.CX.1.3 Recognize key components in works of art from different artists, styles, or movements.
- K.CX.1.4 Recognize key components of art from different cultures.
- K.CX.1.5 Recognize that an artist's tools and media come from natural and human-made resources.
- K CX 2 Understand the interdisciplinary connections and life applications of the visual arts
- K.CX.2.1 Identify examples of functional objects of art in the immediate environment, including home and school.
- K.CX.2.2 Identify relationships between art and concepts from other disciplines, such as math, science, language arts, social studies, and other arts.
- K CR 1 Use critical analysis to generate responses to a variety of prompts
- K.CR.1.1 Identify the lines, colors, and shapes in works of art.
- K.CR.1.2 Explain personal art in terms of media and process.

MATHEMATICS

- K.CC.4 Count to tell the number of objects.
- MD.K Describe and compare measurable attributes.
- G.K Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).
- K.G.5 Model shapes in the world by building shapes from components.
- K.G.6 Compose simple shapes to form larger shapes.

OBJECT COUNTING CONSTRUCT: Children recognize that counting tells the number of objects.

SCIENCE

- K.P.1 Understand the positions and motions of objects and organisms observed in the environment (e.g., position words).
- K.P.2.1 Classify objects by observable physical properties (including size, color, shape, texture, weight and flexibility).
- K.P.2.2 Compare the observable physical properties of different kinds of materials (clay, wood, cloth, paper, etc.) from which objects are made and how they are used.

EMOTIONAL & SOCIAL DEVELOPMENT

- K.MEH.1.1 Recognize feelings and ways of expressing them.
- K.ICR.1.1 Explain reasons for sharing.
- K.V.1.2 Create original art that expresses ideas about oneself.
- K.CX.1.1 Use visual arts to illustrate how people express themselves differently.
- K.CX.2.3 Understand that artists sometimes share materials and ideas (collaboration).

EMOTIONAL LITERACY CONSTRUCT:

- Children understand that emotions may be experienced in their bodies and expressed in their behaviors.
- Children understand that emotions may be recognized in themselves and others.

HEALTH & PHYSICAL DEVELOPMENT

- K.MS.1 Apply competent motor skills and movement patterns needed to perform a variety of physical activities.

CROSSING MID-LINE CONSTRUCT: Children are learning that crossing the midline with fine and gross motor activities enables them to perform tasks more efficiently.

FINE MOTOR-GRIP AND MANIPULATION & HAND

DOMINANCE CONSTRUCT: Children are learning to coordinate muscle groups to perform fine manipulation of objects and skilled use of tools, while moving towards fine motor skills performed automatically with a focus on content and outcome.

LANGUAGE DEVELOPMENT & COMMUNICATION

- W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell the reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book.
- W. K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
- W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
- SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.



BLOCK CENTER

SEPTEMBER
2016

RATIONALE:

Research suggests that block play provides a wide variety of learning opportunities, including possibilities to help children develop the special reasoning skills important for later Science, Technology, Engineering, Mathematics (STEM) learning (Kersh, Casey, and Young, 2008). Children have opportunities to develop understandings related to geometry, number and measurement. Language, literacy, critical thinking, problem solving and social skills are developed, practiced and refined as children engage in the process of planning, discussing, and completing construction projects. When children are provided autonomy, with adult support, in the block center, they develop initiative and self-regulation skills.

ORGANIZATION:

Consideration should be given to the location of the block center in the classroom. Depending on the types of blocks and construction materials available, you will need a large area of floor space to accommodate the larger structures that are built using the classic wooden unit blocks and/or a large table for a stable and comfortable working space for smaller construction materials, such as Legos. Separating the wooden unit blocks and the building space apart from the other building materials helps to ensure that children fully experience the mathematical and artistic capabilities of the wooden unit blocks. It is best to have this center located out of the regular traffic pattern of the classroom, perhaps protected by shelving on three sides, so that structures can be built safely with little disruption and left undisturbed for further work. The block center should be carefully organized to make its use easy for children to find what they need and easy to clean up. Traced outlines of blocks taped to low shelves help children know where unit blocks are to be replaced on shelves, and picture labels on containers help children find and return the additional construction materials and accessories that are used to enhance the constructions.

SUGGESTED MATERIALS:

BUILDING MATERIALS

- Wooden Unit blocks (proportional set of hardwood blocks)
- Smaller construction materials such as Legos, connecting cubes, Lasy, Star Builders, magnetic blocks, pipe builders, bristle blocks

ACCESSORIES

- People figures
- Animals (e.g., zoo, farm, ocean)
- Transportation (e.g., vehicles, signs)
- Measuring tools (e.g., tape measure, ruler, yardstick)
- Open Ended materials serving multiple purposes (e.g., natural objects such as rocks, sticks, leaves; fabric, cut up pieces of carpet and flooring scraps to use as grass, water, floors, etc.; plastic plants/flowers)
- Writing Tools (e.g., Block Journal, scotch tape for hanging signs and labels, pencils, crayons, paper)
- Books related to building to spark ideas, support problem solving, and reference to enhance construction work

THE INTENTIONAL TEACHER:

- Has a thorough knowledge and understanding of the state standards, the curriculum and constructs
- Observes, takes notes, asks questions, probes, captures video and audio recording, collects work samples as he/she formatively assesses children as they do, make, say, or write
- Knows the stages of block building and uses that information to extend block work (Carrying, Piling, Connecting, Making Elaborate Constructions)
- Knows that limited materials lead to conflict; therefore ensures that there are enough materials in the block center to accommodate the number of children working there

- Is careful not to ask too many questions that may interrupt children’s thinking and creativity
- Knows when to interject with probes and comments and when to step back and observe children work and problem-solve on their own and/or with peers
- Encourages safe block work by having clear expectations about how to safely work with and remove blocks without knocking over structures and damaging the materials
- Validates and extends the children’s work by talking with children about their structures, interjecting appropriate vocabulary, describing what the child has done, and asking open ended questions that encourage critical thinking (e.g., “Why do you think this part of your building keeps toppling over?”; “If the mailman was going to deliver mail to all these buildings, how would he know where to deliver it?”)
- Refrains from making judgmental/evaluative comments such as “That is so pretty!” and instead focuses on what the child has done, such as “I see that you used two unit blocks to make one long block.”
- Incorporates block work into other curriculum areas (e.g., Writing about a structure that was built; Using blocks to recreate something experienced on a field trip)
- Encourages children to experiment with new ideas and materials and to learn from mistakes
- Supports collaborative work and negotiation skills by encouraging children to work together (e.g., “Carlos and Hung, what are you two planning to build today?”)
- Understands that conflict can be excellent learning opportunities and assists with conflicts that may arise when doing so (e.g., “Mary, Luis is worried that when you stack the blocks on top of what he has built that you may knock the whole structure over. What can you do to help make sure that you protect his work?”)
- Emphasizes the process of building (e.g., planning, critical thinking, problem solving, trial and error, cause and effect), more than the product of what is completed
- Gives children a 5-minute warning prior to cleaning up to help children come to a stopping point with their work
- Provides a routine for keeping structures up over a period of time if children are still working on their construction (e.g., putting all of the loose unit blocks away while keeping the structure standing; placing a partially completed construction on a “save tray” with his/her name and placing that tray in a pre-designated place)
- Recognizes that cleaning up a large number of blocks can be overwhelming for children. Therefore, the teacher supports the clean-up process by providing ample time for cleaning up, including children who may not have been building to help put materials away, and chunking the clean-up process to make it more manageable (e.g., “Brittany & Chloe, can you be in charge of putting all of the vehicles away?”; “Santiago, Jung, and Crystal, can you three be in charge of stacking all of the square blocks?”)

- Provides an opportunity for children to share their block work and discoveries with the class by providing time for the builders to talk about their work with the class, hanging photos with captions in the classroom, documenting their work in a class Block Book, and/or providing photos of their work to write about it at a later time

IN THE BLOCK CENTER, CHILDREN CAN:

- Recreate the world around them, using the blocks to express their understanding and perception of what they see
- Self-select tasks of personal interest and remain engaged in the task for increasing periods of time
- Learn to express emotion appropriately, share, collaborate, and problem solve with others
- Learn the characteristics of different shapes and note similarities and differences between the shapes
- Use problem-solving strategies (such as trial and error) to figure out how to make a bridge, window, or door
- Use the structure for dramatic play
- Make labels and signs for their building to communicate to others about the work (“Grocery Store”; “Do not enter”; “Please do not touch”; “Tickets Here”)
- Sort and classify objects by color, shape, size, and texture
- Explore measurement concepts by finding out answers to their own questions (e.g., “How tall is my building?”; “Am I taller than my building?”; “Can I fit a person through this door?”)
- Discuss their thinking and processes once a structure is completed and answering questions like “If a friend were going to build a ____ exactly like yours, what advice would you give?”
- Have an idea and/or develop a plan for their construction, answering questions such as “Which building materials would be best to use to build a ____?”; “How many blocks do I think I will need to build that?”; “How can I make it taller so that it is steady and doesn’t fall?”
- Establish hand dominance
- Develop gross and fine motor control

NC STANDARD COURSE OF STUDY & CONSTRUCTS

APPROACHES TO LEARNING

ENGAGEMENT IN SELF-SELECTED ACTIVITIES CONSTRUCT:

- Children understand that daily classroom routines provide opportunities for them to make choices of interest.
- Children understand that making choices allow them to pursue their interests.
- Children understand that they can make a plan and accomplish a task of interest to them, even when there are other things going on around them.
- Children understand that when they are working toward completion of a plan, there may be distractions and interruptions, but their task will be there when they get back.

COGNITIVE DEVELOPMENT

MATHEMATICS

- K.CC.5 Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.
- K.CC.6 Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.
- K.MD.1 Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.
- K.MD.2 Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.
- K.MD.3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. (Note: Limit category counts to be less than or equal to 10.)
- K.G. Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).
- K.G.1 Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.
- K.G.2 Correctly name shapes regardless of their orientations or overall size.
- K.G.3 Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional “solid”).

- K.G.4 Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/ “corners”) and other attributes (e.g., having sides of equal length).
- K.G.5 Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.
- K.G.6 Compose simple shapes to form larger shapes. For example, “Can you join these two triangles with full sides touching to make a rectangle?”.

OBJECT COUNTING CONSTRUCT: Children recognize that counting tells the number of objects.

SCIENCE:

- K.P.1.1 Compare the relative position of various objects observed in the classroom and outside using position words.
- K.P.2.1 Classify objects by observable physical properties (including size, color, shape, texture, weight and flexibility).
- K.P.2.2 Compare the observable physical properties of different kinds of materials (clay, wood, cloth, paper, etc.) from which objects are made and how they are used.

SOCIAL STUDIES:

- K.G.1 Use geographic representations and terms to describe surroundings.
- K.G.1.1 Use maps to locate places in the classroom, school and home.
- K.G.1.3 Identify physical features (e.g., mountains, hills, rivers, lakes, roads, etc.).
- K.G.1.4 Identify locations in the classroom using positional words (e.g., near/far, left/right, above/beneath, etc.).
- K.E.1.2 Explain how jobs help people meet their needs and wants.

EMOTIONAL & SOCIAL DEVELOPMENT

- K.MEH.1.1 Recognize feelings and ways of expressing them.
- K.ICR.1.1 Explain reasons for sharing.
- K.V.1.2 Create original art that expresses ideas about oneself.
- K.CX.1.1 Use visual arts to illustrate how people express themselves differently.
- K.CX.2.3 Understand that artists sometimes share materials and ideas (collaboration).
- K C&G 1 Understand the roles of a citizen.

K.C&G.1.1 Exemplify positive relationships through fair play and friendship.

K.C&G.1.2 Explain why citizens obey rules in the classroom, school, home and neighborhood.

EMOTIONAL LITERACY CONSTRUCT:

- Children understand that emotions may be experienced in their bodies and expressed in their behaviors.
- Children understand that emotions may be recognized in themselves and others.

HEALTH & PHYSICAL DEVELOPMENT

K.PCH.2.1 Recognize the meanings of traffic signs and signals.

K.PCH.2.2 Explain the benefits of wearing seat belts and bicycle helmets.

K.PCH.2.3 Illustrate how to get help in an emergency.

K.PCH.2.4 Identify appropriate responses to warning signs, sounds, and labels.

CROSSING MID-LINE CONSTRUCT: Children are learning that crossing the midline with fine and gross motor activities enables them to perform tasks more efficiently.

FINE MOTOR-GRIP AND MANIPULATION & HAND

DOMINANCE CONSTRUCT: Children are learning to coordinate muscle groups to perform fine manipulation of objects and skilled use of tools, while moving towards fine motor skills performed automatically with a focus on content and outcome.

LANGUAGE DEVELOPMENT & COMMUNICATION

W. K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.



BOOKS & LISTENING CENTER

SEPTEMBER
2016

RATIONALE:

Providing children access to many different and interesting books from which they can choose and have ample time to enjoy helps them develop a love for books and reading. When children are read to regularly and encouraged to look through books on their own, they also develop the motivation and skills to read by themselves.

Children learn to read by reading – by having their hands and eyes on books as much as possible, by hearing books read to them over and over and over again, and by having books that appeal to their interests. The book center serves to broaden children’s sense of story, vocabulary skills, and enhance their listening and critical thinking skills. Children have conversations about the books with other children, which strengthen comprehension skills as they engage in self-initiated “book talk”.

ORGANIZATION:

The Book/Listening Center should be such a calm and cozy space that children cannot resist the opportunity to enter and settle back with a book in hand. It should be located in the quietest area of the classroom and have distinct boundaries. It should have comfortable seating (e.g., sofa, chairs, beanbags) and additional lighting (e.g., table lamp, desk lamp, string of lights). It is best to have as many books as possible displayed on open shelves so that children can see the covers. Other books can be placed on shelves with the backs visible. Some books, organized by theme (e.g., Animals, Community Helpers), author (e.g., class books, Eric Carle) or text levels, can be placed in labeled tubs. Materials for the listening center are stored for easy access & selection (e.g., baskets, Ziploc bags) and picture directions for how to use the listening devices are provided.

SUGGESTED MATERIALS:

There should be an ample supply of books for the children to choose from. These books should reflect different genres (fantasy, information, traditional stories, biographies, history, etc.), diverse cultures, and perspectives. While these books make up the “core collection,” additional books rotate into the

center based on topics of study, children’s interests, seasons, and holidays. Other materials/equipment include:

- CD/MP3 Players
- Pointers
- Area rug
- Beanbag chairs
- Whisper phones
- Lamp
- Puppets
- Author posters
- Posters about books
- Song/Poem Charts
- Headsets
- Class charts (e.g., songs, poems)
- Throw pillows
- Response journals
- Flannel board/flannel props
- Stuffed animals
- Children/class-made books
- Child-sized rocking chair
- Retell prop boxes (contains props for retelling story)

THE INTENTIONAL TEACHER:

- Knows, understands and can support the stages of reading development
- Observes, takes notes, asks questions, probes, captures video and audio recordings, collects work samples as he/she formatively assesses children as they do, make, say or write
- Reads to children
- Knows when to add new materials to the center based on children’s interests, topics of study, etc.
- Asks children for suggestions of books and/or helps to select books from the school library for the center
- Includes children in setting up expectations for appropriate use of the Book/Listening center
- Adds copies of books read aloud during whole group time to the Book Center
- Puts both single and multiple copies of books in the Book Center
- Models a love for books and for reading
- Interacts with children at appropriate times to discuss a book together. Probes may be used such as: “Who was your favorite character? Why?” “How did you feel about ___?” “What would you tell a friend about this book?” “Is there anything you would have changed about this story? Why?”

- Invites families to ready with children
- Provides children multiple opportunities to talk about the books they read. “Book Talk” could be added to the daily routine with ‘Sharing Starters’ like, “You will NOT believe what I saw/read/learned in a book today,” or “I never before in my LIFE knew that”
- Engages and supports children in creating materials for prop-boxes to use for retelling stories (e.g., after reading a story, asks the class what was important to include in a prop box for the story; made by children who share it with the class and add it to the center). Shoeboxes could be used for this project
- Provides props for retelling (e.g., Pete the Cat: Stick figure of Pete, cut-outs of white, red, blue, brown, wet shoes to Velcro on to his feet, cut-outs of strawberries, blue berries, mud puddle, bucket of water cut-outs)
- Extends the book center into all centers/areas of the classroom to use as references, sources of information about a particular topic, etc.
- Assesses children by observing children interacting with books for print awareness, book orientation, emotional literacy, self-selection, crossing mid-line, letter naming, following directions

IN THE BOOKS & LISTENING CENTER, CHILDREN CAN:

- Learn that printed words have meaning
- Name letters
- Develop left to right directionality
- Tell the story in a book by looking at the pictures
- Listen to a story and talk about it with others
- Read predictable books with accuracy
- Increase the number of sight words known
- Apply phonemic awareness/phonics skills to read unfamiliar words
- Interpret what is read or heard
- Make predictions
- Strengthen verbal expression and listening skills
- Broaden vocabulary
- Retell a familiar story
- Describe the emotions experienced by characters in a story
- Recall events from a story
- Create and use props to retell a story
- Identify genres of books
- Monitor their own reading for comprehension
- Self-select tasks of personal interest and remain engaged in the task for increasing periods of time
- Engage in conversations about a book
- Create responses to books after reading or listening by drawing pictures, answering a class survey, or writing

NC STANDARD COURSE OF STUDY & CONSTRUCTS

APPROACHES TO LEARNING

ENGAGEMENT IN SELF-SELECTED ACTIVITIES CONSTRUCT:

- Children understand that daily classroom routines provide opportunities for them to make choices of interest
- Children understand that making choices allows them to pursue their interests.
- “Children understand that they can make a plan and accomplish a task of interest to them, even when there are other things going on around them.”

COGNITIVE DEVELOPMENT

MATHEMATICS

- K.CC.1-3 Know number names and the count sequence.
- K.CC.4-5 Count to tell the number of objects.
- K.CC.6 Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group.

OBJECT COUNTING CONSTRUCT: Children recognize that counting tells the number of objects.

SCIENCE

- K.P.1 Understand the positions and motions of objects and organisms observed in the environment group setting.
- K.P.2 Understand how objects are described based on their physical properties and how they are used.
- K.E.1 Understand change and observable patterns of weather that occur from day to day and throughout the year.
- K.L.1 Compare characteristics of animals that make them alike and different from other animals and nonliving things.

EMOTIONAL & SOCIAL DEVELOPMENT

HEALTHFUL LIVING/HEALTH EDUCATION

- K MEH 1 Remember the association of healthy expression of emotions, mental health, and healthy behavior.
- K ICR 1 Understand healthy and effective interpersonal communication and relationships.
- K PR 4 Use behavioral strategies that are responsible and enhance respect of self and others and value activity.

SOCIAL STUDIES

K C&G 1 Understand the roles of a citizen.

EMOTIONAL LITERACY CONSTRUCT

- Children understand that emotions may be experienced in their bodies and expressed in their behaviors.
- Children understand that emotions may be recognized in themselves and others.
- Children understand that emotions have causes and effects and that people may feel and respond differently in similar situations

HEALTH & PHYSICAL DEVELOPMENT

FINE MOTOR-GRIP/MANIPULATION & HAND DOMINANCE

CONSTRUCT: Children are learning to coordinate muscle groups to perform fine manipulation of objects and skilled use of tools, while moving towards fine motor skills performed automatically with a focus on content and outcome.

CROSSING MID-LINE CONSTRUCT: Children are learning that crossing the midline with fine and gross motor activities enables them to perform tasks more efficiently.

LANGUAGE DEVELOPMENT & COMMUNICATION

READING STANDARDS FOR LITERATURE:

Key Ideas and Details

1. With prompting and support, ask and answer questions about key details in a text.
2. With prompting and support, retell familiar stories, including key details.
3. With prompting and support, identify characters, settings, and major events in a story.

Craft and Structure

4. Ask and answer questions about unknown words in a text.
5. Recognize common types of texts (e.g., storybooks, poems).
6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

Integration of Knowledge and Ideas

7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

Range of Reading and Level of Text Complexity

10. Actively engage in group reading activities with purpose and understanding.

READING STANDARDS FOR INFORMATIONAL TEXT (RL.K)

Key Ideas and Details

1. With prompting and support, ask and answer questions about key details in a text.
2. With prompting and support, identify the main topic and retell key details of a text.
3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

Craft and Structure

4. With prompting and support, ask and answer questions about unknown words in a text.
5. Identify the front cover, back cover, and title page of a book.
6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

Integration of Knowledge and Ideas

7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
8. With prompting and support, identify the reasons an author gives to support points in a text.
9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

Range of Reading and Level of Text Complexity

10. Actively engage in group reading activities with purpose and understanding.

READING STANDARDS: FOUNDATIONAL SKILLS

Print Concepts

1. Demonstrate understanding of the organization and basic features of print.
 - a. Follow words from left to right, top to bottom, and page by page.
 - b. Recognize that spoken words are represented in written language by specific sequences of letters.
 - c. Understand that words are separated by spaces in print.
 - d. Recognize and name all upper- and lowercase letters of the alphabet.

Phonological Awareness

2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
 - a. Recognize and produce rhyming words.
 - c. Blend and segment onsets and rimes of single-syllable spoken words.
 - e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

Phonics and Word Recognition

3. Know and apply grade-level phonics and word analysis skills in decoding words.
 - a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.
 - b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
 - c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
 - d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

Fluency

4. Read emergent-reader texts with purpose and understanding.

SPEAKING AND LISTENING STANDARDS SL.K

Comprehension and Collaboration

1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
 - a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
 - b. Continue a conversation through multiple exchanges.
2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
 - a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
 - b. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.
6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

BOOK ORIENTATION AND PRINT AWARENESS CONSTRUCT:

- Children understand that books have pages that may contain pictures and/or words.
- Children understand that books contain pages of print that represent language and sometimes there are pictures that help us know what the words describe.

FOLLOWING DIRECTIONS CONSTRUCT: Children understand how to respond to directions, requests, and commands in a variety of settings (one-on-one with an adult, one-on-one with a peer, small group setting, large K P



DRAMATIC PLAY CENTER

SEPTEMBER
2016

RATIONALE:

Dramatic play is a type of play where “children accept and assign roles, and then act them out. It is a time when they break through the walls of reality, pretend to be someone or something different from themselves, and dramatize situations and actions to go along with the roles they have chosen to play” (Cecchetti, M., 2008). Dramatic play helps children learn about themselves and the world as they invent and reinvent life situations, such as gas stations, doctors’ offices, and grocery stores. It provides opportunities for children to work out confusing, scary or new life issues (Bright Horizons). Dramatic play helps children develop a wide range of skills including problem solving, abstract thinking, higher order thinking skills, organizing and planning, social studies and math as they imitate real life experiences or engage in imagined experiences. Self-regulation skills are strengthened as children conform their behaviors to the expected behaviors of the characters they play and as they negotiate and take turns.

Children learn to think abstractly which is an important precursor to reading. Vocabulary is broadened; writing skills are developed as children imitate what they see adults doing: writing grocery lists and notes, taking orders in a restaurant, writing receipts, writing medical reports, letters, etc.

“In dramatic and sociodramatic play children can be both actors and directors. As actors, children experience the feelings, thoughts and behaviors of the roles they are playing. As directors, they imagine the thoughts, feelings, and behaviors associated with a role and coach the actors. Playing both roles in dramatic and sociodramatic play helps children:

- Construct their own understanding of how the world works by stepping into the shoes of another person
- Act out social situations requiring negotiation with players with different needs and views
- Express their inner feelings
- Communicate in meaningful ways and develop social skills by negotiating roles, locating props, and agreeing on a common theme
- Develop the confidence to explore freely and imaginatively the structured forms of drama” (Isenberg & Jalongo, 181)

ORGANIZATION:

The dramatic play center should be a clearly defined and inviting area that encourages children to imagine, to role play, and to be creative. The center changes throughout the year in terms of themes, props, and purposes. The changes are driven by children’s interests and topics of study. It can transform from being a “housekeeping center” to becoming a restaurant, a fitness studio, a florist, a firehouse, George Washington’s home, a cave, a zoo, hospital, a vet’s office, a gift shop, a shoe store, a grocery store, a photography studio, space ship...the possibilities are endless.

Children should be encouraged to suggest themes, help determine what materials would be included, and help to organize them. Children should also help determine the rules for using the center safely. Their input and ownership of this process helps to establish sustained interest in the center and responsibility for its use and maintenance.

Materials should be organized into cabinets, containers, and shelves. Uses for wooden refrigerators, stoves, cupboards, and cabinets, etc. should extend beyond being used as basic kitchen furniture to support the themes – becoming desks, pet examination tables, counters, cashier spot, florist work area, etc. Large hollow blocks (set of 16-20 square & rectangular blocks) are often good substitutes for the typical “housekeeping” furniture since they allow the children to build the space together according to the theme.

SUGGESTED MATERIALS:

(Materials/equipment should honor diversity of children)

- Table/chairs
- Mirror
- Trays
- Table cloth
- Pocketbooks
- Baby bed
- Timer
- Writing tools
- Old Electronics (e.g., keyboard, computer mouse, headset with microphone, camera)
- Literacy props—magazines, clipboards, notepads, books, calendar
- Wooden furniture
- Pots/pans/dishes
- Table napkins
- Dolls
- Bags
- Dress up clothes
- Hats, scarves, shoes
- Silk flowers/vases
- Telephones
- Utensils
- Suitcase Fabric
- Play foods
- Clock
- Lamp
- Stuffed animals

It is a good idea to create “prop boxes” that contain items to support specific themes, e.g., for a restaurant theme suggested props include aprons, plastic gloves, order pads, chef hats, plastic foods, plates, plastic spoons, forks, knives, survey cards, place mats, napkins, health inspection reports, play money, business cards, cash register, etc. Children are encouraged to create a list of props needed for the box and to create many of the props, such as menus, labeled posters to advertise the “specials of the day”, name tags, and signs.

- Understands that conflict can be excellent learning opportunities and assists with conflicts that may arise when doing so (e.g., “Juanita, Tiffany would like to have a turn as the cashier. What can we do to make sure that she has a turn as well?”)
- Recognizes that cleaning up all of the props can be overwhelming for children. Therefore, the teacher supports the clean-up process by providing ample time for cleaning up, including children who may not have been working in that area to work together to help put materials away.

THE INTENTIONAL TEACHER:

- Understands how the Dramatic Play Center can support children’s development in all domains of learning (Approaches to Learning, Cognitive, Emotional & Social, Health and Physical, Language & Communication)
- Observes, takes notes, asks questions, probes, captures video and audio recording, collects work samples as he/she formatively assesses children as they do, make, say or write. Evidence of learning can be collected as children use fine motor skills, count, read books to others, follow directions given by a peer, etc.
- Encourages initiative and creativity
- Listens to children’s conversations to determine individual and group interests; this information can be used to determine a theme for the Dramatic Play Center
- Engages children in planning and organizing the Dramatic Play Center (e.g., “If we want to create a restaurant, what kind of changes do we need to make to this space? What do we need to add/remove? What kind of materials do we need? What kinds of jobs are needed? How much will the food cost? How will people know about that a new restaurant is coming soon?”)
- Discusses safe use of the center
- Rotates props to keep interest high
- Notices the condition of props and cleans/replaces as necessary
- Interacts with children engaged in dramatic play to extend/support language development, problem-solving skills, and critical thinking skills (e.g., “Sam, I noticed the Health Inspector’s report for your restaurant mentioned the need for having a cleaner work area. How is your staff going to fix that?” “Linda, I see your florist has so many orders for flowers today. How will you and Jim manage to fill them?”)
- Supports collaborative work and negotiation skills by encouraging children to work together (e.g., “Chloe, Juan is planning to work at the restaurant. Would you like to work with him? What would you like to do? Let’s talk to Juan and tell him your idea.”)

IN THE DRAMATIC PLAY CENTER, CHILDREN CAN:

- Strengthen expressive language & communication skills as they talk and role play with other children in the center
- Increase vocabulary as they use terminology related to the roles they take/theme of the center
- Express emotions as they re-enact experiences that may have been frightening or sad
- Gain a sense of power or control in a role play situation that may not be possible anywhere else
- Develop appropriate social skills as they work with other children – sharing, taking turns, collaborating, empathizing
- Self-select tasks of personal interest and remain engaged in the task for increasing periods of time
- Strengthen self-regulation skills as they interact with other children, assume different roles, and reacts appropriately when frustrated or angry
- Develop math skills as they engage in activities requiring the counting of objects, sorting and classifying, and writing numbers
- Develop literacy skills as they write/read notes, reports, lists, signs, etc.
- Develop fine motor skills as they dress dolls, button and zip clothing, tie shoes
- Distinguish between real (non-fiction) and fantasy (fiction)
- Dramatize familiar stories/events, class books, or original stories/plays composed by children
- Become familiar with elements of a theatrical production
- Engage in creative and imaginative play which have a positive effect on the development of cognitive skills
- Develop an understanding of symbolic representations – moving from concrete symbols to more abstract representations – a doll represents a child; letters represent sounds.

NC STANDARD COURSE OF STUDY & CONSTRUCTS

APPROACHES TO LEARNING

ENGAGEMENT IN SELF-SELECTED ACTIVITIES CONSTRUCT:

- Children understand that daily classroom routines provide opportunities for them to make choices of interest.
- Children understand that making choices allows them to pursue their interests.
- Children understand that they can make a plan and accomplish a task of interest to them, even when there are other things going on around them.

COGNITIVE DEVELOPMENT

MATHEMATICS

- K.CC.K Know number names and the count sequence.
- K.CC.K Count to tell the number of objects.
- K.CC.K Compare numbers.
- K.OA.K Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.
- K.OA.K Work with numbers 11-19 to gain foundations for place value.
- MD.K Describe and compare measurable attributes.
- MD.K Classify objects and count the number of objects in each category.
- G.K Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).
- G.K Analyze, compare, create, and compose shapes.

COUNTING OBJECTS CONSTRUCT: Children recognize that counting tells the number of objects.

SCIENCE

- K.P.1 Understand the positions and motions of objects and organisms observed in the environment (e.g., position words).
- K.P.2.1 Classify objects by observable physical properties (including size, color, shape, texture, weight and flexibility).
- K.P.2.2 Compare the observable physical properties of different kinds of materials (clay, wood, cloth, paper, etc.) from which objects are made and how they are used. K. L 1 Compare characteristics of animals that make them alike and different from other animals and nonliving things.

SOCIAL STUDIES

- K H 1 Understand change over time.
- K G 1 Use geographic representations and terms to describe surroundings.
- K G 2 Understand the interaction between humans and the environment.
- K E 1 Understand basic economic concepts.

EMOTIONAL & SOCIAL DEVELOPMENT

SOCIAL STUDIES

- K C&G 1 Understand the roles of a citizen.
- K C 1 Understand how individuals are similar and different.

HEALTHFUL LIVING

- K MEH 1 Remember the association of healthy expression of emotions, mental health, and healthy behavior.
- K PR 4 Use behavioral strategies that are responsible and enhance respect of self and others and value activity.

EMOTIONAL LITERACY CONSTRUCT:

- Children understand that emotions may be experienced in their bodies and expressed in their behaviors.
- Children understand that emotions may be recognized in themselves and others.
- Children understand that emotions have causes and effects and that people may feel and respond differently in similar situations

HEALTH & PHYSICAL DEVELOPMENT

HEALTHFUL LIVING:

- K PCH 1 Apply measures for cleanliness and disease prevention (e.g., hand washing, brushing teeth)
- K PCH 2 Understand necessary steps to prevent and respond to unintentional injury (e.g., meanings of traffic signs and signals, importance of wearing seat belts and bicycle helmets, how to get help in an emergency, identify appropriate responses to warning signs, sounds, and labels)
- K ICR 1 Understand healthy and effective interpersonal communication and relationships (e.g., sharing, protective behaviors, how to respond to aggressive behaviors)
- K NPA 1 Understand MyPlate as a tool for selecting nutritious foods
- K NPA 2 Understand the importance of consuming a variety of nutrient dense foods and beverages in moderation
- K ATOD 1 Understand how to use household products and medicines safely

PHYSICAL DEVELOPMENT:

- K MS 1 Apply competent motor skills and movement patterns needed to perform a variety of physical activities
- K MC 2 Understand concepts, principles, strategies and tactics that apply to the learning and performance of movement
- K HF 3 Understand the importance of achieving and maintaining a health-enhancing level of physical fitness

FINE MOTOR CONSTRUCT:

- Children are learning to coordinate muscle groups to perform fine manipulation of objects and skilled use of tools, while moving towards fine motor skills performed automatically with a focus on content and outcome.
- Children are learning to coordinate muscle groups to perform fine manipulation of objects and skilled use of tools, while moving towards fine motor skills performed automatically with a focus on content and outcome.

CROSSING MID-LINE CONSTRUCT: Children are learning that crossing the midline with fine and gross motor activities enables them to perform tasks more efficiently.

LANGUAGE DEVELOPMENT & COMMUNICATION

THEATER ARTS:

- K C 1 Use movement, voice, and writing to communicate ideas and feelings
- K C 2 Use performance to communicate ideas and feelings
- K AE 1 Understand how to design technical theatre components, such as costumes, sets, props, makeup, lighting, and sound
- K CU 1 Analyze theatre in terms of the social, historical, and cultural contexts in which it was created
- K CU 2 Understand the traditions, roles, and conventions of theatre as an art form

ENGLISH/LANGUAGE ARTS:

Reading Standards for Literature:

1. With prompting and support, ask and answer questions about key details in a text.
2. With prompting and support, retell familiar stories, including key details.
3. With prompting and support, identify characters, settings, and major events in a story.

Integration of Knowledge and Ideas

9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

SPEAKING AND LISTENING:

2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

READING STANDARDS: FOUNDATIONAL SKILLS

Print Concepts

1. Demonstrate understanding of the organization and basic features of print.

Writing

2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

FOLLOWING DIRECTIONS CONSTRUCT: Children understand how to respond to directions, re-quests, and commands in a variety of settings (one-on-one with an adult, one-on-one with a peer, small group setting, large group setting).

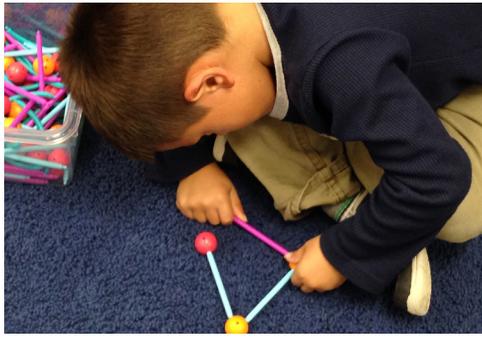
LETTER NAMING CONSTRUCT: Children understand that spoken language can be represented by letters.

BOOK ORIENTATION CONSTRUCT:

- Children understand that books have pages that may contain pictures and/or words.
- Children understand that books contain pages of print that represent language and sometimes there are pictures that help us know what the words describe.

PRINT AWARENESS CONSTRUCT:

- Children understand that books contain pages of print that represent language and sometimes there are pictures that help us know what the words describe.
- Children understand that books have pages that may contain pictures and/or words.



MATH CENTER

SEPTEMBER
2016

RATIONALE:

In order to learn mathematics, children have to actually do mathematics for themselves, rather than to follow how someone else does it. They learn math concepts through their experiences with the environment, their interactions with adults and other children, and hands-on experiences with manipulatives, natural objects, games and tools. Young children make sense of mathematical situations in different ways, at different times, and with different materials (Copley, 2010).

As children work with a variety of materials, their physical development is also enhanced. They practice eye-hand coordination and establish hand dominance while completing puzzles, hooking links together and placing pegs on a board. Children refine their fine motor control as they sort and count objects, string beads, lace cards, connect cubes together, and pick up thin counters. As children work in this center, teachers observe and assess children's mathematical skills and fine motor abilities as they engage in child-initiated and teacher-initiated activities.

ORGANIZATION:

The math center should contain varied tools, manipulatives, activities and games that are adjusted over the course of the school year dependent on the needs of the students and concepts of particular focus. Selected materials should be stored on shelves in containers clearly labeled with their name and/or picture and easily accessible to children. If possible, there needs to be enough space for children to work comfortably at a large table- and even the floor. It is helpful to have writing tools and paper located in the center so that children can immediately record information about their work or in math journals.

SUGGESTED MATERIALS:

CONCRETE MANIPULATIVES

- Blocks
- Color Tiles
- Counters
- Links
- Attribute blocks
- Measuring tools
- Geoboards
- Lacing Boards
- Connecting cubes
- Three-dimensional shapes
- Pattern blocks
- Stringing Beads
- Counters
- Stringing blocks/beads
- Pop Beads
- Collections (e.g., nuts & bolts, keys, shells, seeds, rocks, dyed pasta, pompoms)

SYMBOLIC MATERIALS & ABSTRACT REPRESENTATIONS

- Dice
- Playing Cards
- 10-frames
- Calculators
- Shape Stamps
- Dominoes
- Number balances
- Number tiles
- Numeral Stamps

OTHER

- Math Activities & Games
- Cooperative Games (e.g., Candy Land, Set, Left/Center/Right)
- Math related books
- Puzzles
- Tweezers
- Clothespins
- Scales
- Sorting trays

THE INTENTIONAL TEACHER:

- Has a thorough knowledge and understanding of the math standards, the curriculum and constructs
- Observes, takes notes, asks questions, probes, captures video and audio recording, collects work samples as he/she formatively assesses children as they do, make, say or write; evidence of learning can be collected for hand dominance, crossing mid-line, grip/manipulation skills, following directions, and object counting skills
- Provides a variety of materials/activities which are differentiated to meet the needs of the children
- Purposefully selects activities that provide children opportunities for both independent practice and collaboration with one or more children
- Leaves materials, activities and games available for a relatively long period of time so that children can revisit a particular activity/game numerous times in order to internalize concepts
- Provides enough variety of manipulatives, activities and games without overwhelming students
- Models how to use the materials and provides clear directions orally and/or in visual form.
- Has provided guided opportunities for children to learn particular activities and games prior to making them an option for self-selection
- Notices when a particular manipulative has lost its appeal and replaces it with a new material or activity
- Keeps the center choices fresh by adding new materials and removing materials that no longer serve a purpose
- Provides materials that promote learning in multiple areas of mathematics (number, geometry, measurement, algebra, data)
- Talks with, probes, observes and listens to children as they work, noting the language or processes used to gather information about child's level of knowledge about math concepts/skills

- Integrates literacy skills via math journals, math-related books, recording sheets, etc.
- Observes children as they work to assess

IN THE MATH CENTER, CHILDREN CAN:

- Count objects to determine how many, compare amounts, and record findings
- Create, compare, and sort two and three dimensional shapes
- Use non-standard measuring tools to determine who is taller and shorter
- Use non-standard measuring tools to determine circumference of fruits, vegetables, e.g. pumpkins, watermelons, etc.
- Put a puzzle together with a friend and talk about strategies they used to put it together
- Graph a handful of objects pulled out of bag
- Use connecting cubes to measure and record growth of plants
- Use tweezers or clothespins to pick up a particular number of small items shown on a die
- Play composing and decomposing games (e.g., On and Off, How Many More Buttons)
- Lace boards with a shoelace or yarn
- Create counting books
- Use personal math journals to record results of counting activities, record real world locations of numerals, etc.
- Self-select tasks of personal interest and remain engaged in the task for increasing periods of time
- Learn to follow one, two, three-step directions with and without visual cues
- Develop appropriate social skills as they collaborate with classmates in completing activities/playing math games

NC STANDARD COURSE OF STUDY & CONSTRUCTS

APPROACHES TO LEARNING

ENGAGEMENT IN SELF-SELECTED ACTIVITIES CONSTRUCT:

- Children understand that daily classroom routines provide opportunities for them to make choices of interest.
- Children understand that making choices allows them to pursue their interests.
- Children understand that they can make a plan and accomplish a task of interest to them, even when there are other things going on around them.
- Children understand that when they are working toward completion of a plan, there may be distractions and interruptions, but that their task will be there when they get back.

COGNITIVE DEVELOPMENT

MATHEMATICS

- K.CC.K Know number names and the count sequence.
- K.CC.K Count to tell the number of objects.
- K.CC.K Compare numbers.
- K.OA.K Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.
- K.OA.K Work with numbers 11-19 to gain foundations for place value.
- MD.K Describe and compare measurable attributes.
- MD.K Classify objects and count the number of objects in each category.

- G.K Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).
- G.K Analyze, compare, create, and compose shapes.

OBJECT COUNTING CONSTRUCT: Children recognize that counting tells the number of objects.

SCIENCE

- K.P.1 Understand the positions and motions of objects and organisms observed in the environment (e.g., position words).
- K.P.2.1 Classify objects by observable physical properties (including size, color, shape, texture, weight and flexibility).
- K.P.2.2 Compare the observable physical properties of different kinds of materials (clay, wood, cloth, paper, etc.) from which objects are made and how they are used.

SOCIAL STUDIES

- K.G.1.4 Identify locations in the classroom using positional words (e.g., near/far, left/right, above/beneath, etc.).

VISUAL ARTS

- K.V.1.4 Understand characteristics of the Elements of Art, including lines, shapes, colors, and texture.

EMOTIONAL & SOCIAL DEVELOPMENT

- K.MEH.1.1 Recognize feelings and ways of expressing them.
- K.MEH.1.2 Recall stressors and stress responses.
- K.MEH.1.3 Illustrate personal responsibility for actions and possessions.
- K.ICR.1.1 Explain reasons for sharing.
- K.C&G.1.1 Exemplify positive relationships through fair play and friendship.
- K.C&G.1.2 Explain why citizens obey rules in the classroom, school, home and neighborhood.

EMOTIONAL LITERACY CONSTRUCT:

- Children understand that emotions may be experienced in their bodies and expressed in their behaviors.
- Children understand that emotions may be recognized in themselves and others.

HEALTH & PHYSICAL DEVELOPMENT

- K.MS.1 Apply competent motor skills and movement patterns needed to perform a variety of physical activities.

CROSSING MID-LINE CONSTRUCT: Children are learning that crossing the midline with fine and gross motor activities enables them to perform tasks more efficiently.

FINE MOTOR-GRIP AND MANIPULATION & HAND

DOMINANCE CONSTRUCT: Children are learning to coordinate muscle groups to perform fine manipulation of objects and skilled use of tools, while moving towards fine motor skills performed automatically with a focus on content and outcome.

LANGUAGE DEVELOPMENT & COMMUNICATION

- W. K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
- SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
- SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.



SCIENCE CENTER

SEPTEMBER
2016

RATIONALE:

“To do science is to predict, test, measure, count, record, date one’s work, collaborate, and communicate” (Gelman and Brenneman, 2014). Research shows the importance of early experiences in science so that students develop problem-solving skills that empower them to participate in an increasingly scientific and technological world (NSTA). Meaningful science experiences encourage children to ask questions, look for answers and become aware of what is happening in the environment. Through observations and experiments, they learn first-hand about exploration and investigation as they gather data, make predictions and draw conclusions and further develop their visual and tactile senses. The Science Center promotes positive attitudes toward science and technology as children are engaged in a variety of teacher-and- student-initiated activities and explore, discover, interact and share ideas with their peers.

ORGANIZATION:

The Science Center should be filled with materials that beckon children to explore and experiment. The Center should have low shelves from which children can select materials and a floor space and/or a table space for children to work. Oftentimes the center is located near a window to incorporate the outdoors (e.g., birdfeeder, class tree, weather) within the center. Class pets, if permissible, are also located in or near this area. The outdoor environment also provides rich learning opportunities for children. Portable containers stocked with tools for discovery and exploration (magnifying glasses, tweezers, measuring tools, paper/pencil, etc.) helps to extend the Science Center outside the classroom.

SUGGESTED MATERIALS:

- measuring tape/rulers
- books related to science topics
- microscope/slides
- magnets
- tweezers
- plants
- thermometer
- magnifying glasses
- eye droppers/test tubes
- balance scales
- animal habitats
- writing tools/paper

- tape
- kaleidoscopes
- goggles
- tooth picks
- natural objects-leaves, nuts, rocks, sticks
- Discovery Journals for recording observations
- clipboards
- lab coats
- sorting trays
- plastic spoons/knives

THE INTENTIONAL TEACHER:

- Has a thorough knowledge of the Science Standards, the curriculum and the constructs
- Observes, takes notes, asks questions, probes, captures video and audio recording, collects work samples as he/she formatively assesses children as they do, make, say or write
- Organizes a learning space where children can work together or independently
- Organizes materials so they are easily accessible, using labeled containers, pictures, etc.
- Restocks materials as they run short
- Reviews procedures for using tools safely
- Introduces children to the steps in the scientific method
- Encourages children to ask questions, make predictions and experiment to find answers
- Uses appropriate scientific vocabulary
- Provides strategies/opportunities for children to record/document and share their observations
- Encourages children to contribute items to be used/explored in the science center
- Models inquiry and wonder... “What would happen if...?” “How did that happen?” “Could that happen a different way?” “How do we know...?”
- Provides opportunities for children to further explore teacher-initiated (e.g., document changes in the chicks that recently hatched) and child-initiated activities (e.g., discover the different textures of a collection of materials and describe them to peers)

IN THE SCIENCE CENTER, CHILDREN CAN:

- Sort and classify objects by color, shape, size, weight, and texture
- Bring items of interest to the center for further investigation (e.g., large leaf, shiny rock)
- Apply the scientific method to find answers to questions
- Make predictions (e.g., answering particular questions such as “If we plant the rock, do you think it will grow?”, “Do you think it will rain today?”; and making personal predictions, such as “This is going to be heavy!”, “When I slide this, it’s going to go fast.”)
- Develop motor skills using tools such as tweezers, eye droppers, magnifying glasses, balance scales
- Document the weather in the class weather book
- Observe changes in plants over time and document their discoveries using measuring tools, magnifying glasses, microscopes
- Develop counting skills (e.g., counting the number of items sorted, the number of sunny days in the month)
- Expand vocabulary related to scientific knowledge
- Learn to express emotions appropriately, share, collaborate, and problem solve with others
- Observe how different items fall to the ground and document the different paths they took (straight, zigzag, round and round, back and forth, fast and slow)
- Develop collaboration skills as they work together to plan, predict, experiment, and record results of their investigations
- Compare objects for likenesses and differences
- Observe animals in their habitats and documenting their observations in a journal
- Develop responsibility for the care for a living plant or animal in the classroom
- Develop measurement skills related to distances – inside and outside the classroom
- Develop curiosity about the natural world
- Self-select tasks of personal interest and remain engaged in the task for increasing periods of time
- Learn to follow one, two, three-step directions with and without visual cues

NC STANDARD COURSE OF STUDY & CONSTRUCTS

APPROACHES TO LEARNING

ENGAGEMENT IN SELF-SELECTED ACTIVITIES CONSTRUCT:

- Children understand that daily classroom routines provide opportunities for them to make choices of interest.
- Children understand that making choices allows them to pursue their interests.
- Children understand that they can make a plan and accomplish a task of interest to them, even when there are other things going on around them.
- Children understand that when they are working toward completion of a plan, there may be distractions and interruptions, but that their task will be there when they get back.

COGNITIVE DEVELOPMENT

SCIENCE

- K.P.1 Understand the positions and motions of objects and organisms observed in the environment (e.g., position words).
- K.P.2.1 Classify objects by observable physical properties (including size, color, shape, texture, weight and flexibility).
- K.P.2.2 Compare the observable physical properties of different kinds of materials (clay, wood, cloth, paper, etc.) from which objects are made and how they are used.

MATHEMATICS

- K.CC.K Know number names and the count sequence.
- K.CC.K Count to tell the number of objects.
- K.CC.K Compare numbers.
- K.OA.K Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.
- K.OA.K Work with numbers 11-19 to gain foundations for place value.
- MD.K Describe and compare measurable attributes.
- MD.K Classify objects and count the number of objects in each category.
- G.K Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).
- G.K Analyze, compare, create, and compose shapes.

OBJECT COUNTING CONSTRUCT: Children recognize that counting tells the number of objects.

SOCIAL STUDIES

- K.G.1.4 Identify locations in the classroom using positional words (e.g., near/far, left/right, above/beneath, etc.).

VISUAL ARTS

- K.V.1.4 Understand characteristics of the Elements of Art, including lines, shapes, colors, and texture.

EMOTIONAL & SOCIAL DEVELOPMENT

- K.MEH.1.1 Recognize feelings and ways of expressing them.
- K.MEH.1.2 Recall stressors and stress responses.
- K.MEH.1.3 Illustrate personal responsibility for actions and possessions.
- K.ICR.1.1 Explain reasons for sharing.
- K.C&G.1.1 Exemplify positive relationships through fair play and friendship.
- K.C&G.1.2 Explain why citizens obey rules in the classroom, school, home and neighborhood.

EMOTIONAL LITERACY CONSTRUCT:

- Children understand that emotions may be experienced in their bodies and expressed in their behaviors.
- Children understand that emotions may be recognized in themselves and others.

HEALTH & PHYSICAL DEVELOPMENT

- K.MS.1 Apply competent motor skills and movement patterns needed to perform a variety of physical activities.
- K.MEH.1.3 Illustrate personal responsibility for actions and possessions.
- K.NPA.1.1 Classify foods by groups in MyPlate.

CROSSING MID-LINE CONSTRUCT: Children are learning that crossing the midline with fine and gross motor activities enables them to perform tasks more efficiently.

FINE MOTOR-GRIP AND MANIPULATION & HAND

DOMINANCE CONSTRUCT: Children are learning to coordinate muscle groups to perform fine manipulation of objects and skilled use of tools, while moving towards fine motor skills performed automatically with a focus on content and outcome.

LANGUAGE DEVELOPMENT & COMMUNICATION

- W. K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
- SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
- SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

FOLLOWING DIRECTIONS CONSTRUCT: Children understand how to respond to directions, re-quests, and commands in a variety of settings (one-on-one with an adult, one-on-one with a peer, small group setting, large group setting).



WRITING CENTER

SEPTEMBER
2016

RATIONALE:

Writing is a developmental process. It begins with random scribbles to random strings of letters, words and spaces and eventually to sentences. Even when a child expresses ideas via drawings and dictated sentences, the intent is to communicate meaning. An inviting Writing Center encourages children to explore the world of print, develop as a writer, and make connections between reading and writing. It also shows that writing is a necessary, meaningful, and enjoyable activity as they write for a variety of purposes (e.g., letters to a friend/family, create cards, make signs, make books). "Promoting children's desire to read and write is as important as helping children develop the necessary understandings and skills essential for learning how to read and write. Without motivation, children will read and write relatively little and only what and when they must" (Schickedanz & Collins, 2013).

ORGANIZATION:

Located within a print-rich classroom environment that includes models of writing, displays of children's writing, word walls, and environmental print, the Writing Center should be easily accessible, with table space(s) for children to write by themselves and with a small group of classmates. Materials should be well organized and stored in labeled trays/containers. It is also helpful to have the Writing Center located in close proximity to the word wall to use as a reference when writing. The Writing Center may also have materials available and stored in a way that encourages use in other areas of the classroom (e.g., clipboards, several small containers of pencils and crayons; "Writing on the Go" kits- a handled container with pencils, paper, crayons & other necessary items).

SUGGESTED MATERIALS:

- Variety of paper
- Post-It Notes
- Notepads

MATERIALS TO SUPPORT WRITING

- Lists of children's names
- Alphabet charts/cards
- Portable Word Walls
- Word charts/cards
- Rings of words (e.g., color words, number words, basic sight words)
- Magnetic boards & letters
- Multi-sensory materials (e.g., sand/rice tray, gel bag, sandpaper letters)
- Pencil Grips

WRITING TOOLS

- Pencils (varied size)
- Colored pencils
- Markers
- Crayons (variety of types)
- Dry erase boards/markers/erasers
- Chalk boards/chalk/erasers
- Letter tiles/stamps
- Pencil Sharpener
- Hole Punchers
- Stapler/Tape
- Scissors

MATERIALS TO EXTEND WRITING

- Class Mailbox System
- Envelopes
- Blank Books
- Student Journals
- Magazines, catalogs, pictures & postcards
- Stencils
- Stickers
- Alphabet games
- Word Games

- Lamps/extra lighting
- Lap Desks
- Magic Glasses and pointers for “Writing the Room”
- *Writing on the Go* kits

THE INTENTIONAL TEACHER:

- Has a thorough knowledge and understanding of the state standards, the curriculum and constructs
- Observes, takes notes, asks questions, probes, captures video and audio recording, collects work samples as he/she formatively assesses children as they do, make, say or write
- Understands and supports the developmental stages of writing of young children
- Monitors Writing Center regularly to restock supplies as needed
- Is available to support student’s writing (e.g., take dictation for a child, observe a child’s directionality, fine motor grasp, support letter-sound relationships)
- Engages children in conversations about their writing; asks open ended questions such as, “Can you tell me a story about your picture?”; “Tell me about your writing.”; “What gave you the idea to write about ___?”; “Why did you include...?”
- Changes materials in writing center to keep interest high such as adding new markers, carbon paper, greeting cards, seasonal notepads/list pads
- Keeps Word Wall current
- Provides examples of different genres of writing: letters, cards, lists, stories, recipe, etc.
- Provides examples of children’s writing for use as models
- Provides resources – name cards, writing samples, charts, vocabulary lists related to current topics of study, etc., – which support children’s writing skills
- Displays children’s writing in the classroom

IN THE WRITING CENTER, CHILDREN CAN:

- Self-select tasks of personal interest and remain engaged in the task for increasing periods of time
- Create books related to personal interests or topic of study
- Write and mail a letter/message using the classroom postal system
- Write names of classmates from a self-made survey
- Make a name mosaic
- Select a clipboard, paper, and Magic Glasses to write down words displayed in the classroom
- Use resources in the center to support their writing (e.g., Word Wall, class lists, class dictionary)
- Label a picture
- Create shopping lists using magazines and drawing pictures
- Create an “about the author” label that is placed in a self-made book
- Collaborate with peers on books written together
- Create signs, posters, and banners for the classroom
- Engage in alphabet/word games e.g., letter recognition bingo, uppercase/lowercase letter concentration, word bingo
- Scoop out letters from a tub of water/sand and record the letters found
- Use two fingers to write letters/names/words in sand
- Design stationary
- Express emotions through the use of cards made in the center (e.g., “I am sorry that....” “I was sad to hear that” “I am very happy to hear that.”)
- Create personal ABC/Number books finding or drawing pictures representing each letter of the alphabet/ numbers 1-10
- Create plays to be dramatized, tickets to the play, posters about the play with details about performance times, actors, etc., programs for the audience

NC STANDARD COURSE OF STUDY & CONSTRUCTS

APPROACHES TO LEARNING

ENGAGEMENT IN SELF-SELECTED ACTIVITIES CONSTRUCT:

- Children understand that daily classroom routines provide opportunities for them to make choices of interest.
- Children understand that making choices allows them to pursue their interests.
- Children understand that they can make a plan and accomplish a task of interest to them, even when there are other things going on around them.
- Children understand that when they are working toward completion of a plan, there may be distractions and interruptions, but that their task will be there when they get back.

COGNITIVE DEVELOPMENT

MATHEMATICS

- K.CC.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0 – 20 (with 0 representing a count of no objects).

INFORMATION AND TECHNOLOGY

- K.SI.1.1 Identify Sources of Information (e.g., print, non-print, electronic, people).
- K.IN.1.1 Understand the meaning of fiction and nonfiction.
- K.TT.1 Use technology tools and skills to reinforce classroom concepts and activities.

ARTS EDUCATION – THEATRE ARTS

- K.C.1.3 Use drawing (or pre-writing) to communicate the main idea of stories.

EMOTIONAL & SOCIAL DEVELOPMENT

- K.MEH.1.1 Recognize feelings and ways of expressing them.
K.ICR.1.1 Explain reasons for sharing.
K.CU.1.2 Understand how to attend to others when they are sharing.
SE.3.1 Use oral and written communication skills to share information with others.

EMOTIONAL LITERACY CONSTRUCT:

- Children understand that emotions may be experienced in their bodies and expressed in their behaviors.
- Children understand that emotions may be recognized in themselves and others.

HEALTH & PHYSICAL DEVELOPMENT

CROSSING MID-LINE CONSTRUCT: Children are learning that crossing the midline with fine and gross motor activities enables them to perform tasks more efficiently.

FINE MOTOR-GRIP AND MANIPULATION & HAND

DOMINANCE CONSTRUCT: Children are learning to coordinate muscle groups to perform fine manipulation of objects and skilled use of tools, while moving towards fine motor skills performed automatically with a focus on content and outcome.

LANGUAGE DEVELOPMENT & COMMUNICATION

- RF.K.1.b Recognize that spoken words are represented in written language by specific sequences of letters.
RF.K.1.c Understand that words are separated by spaces in print.
RF.K.1.d Recognize and name all upper-and lowercase letters of the alphabet.
RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .).
W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

- W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
W.K.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

BOOK ORIENTATION CONSTRUCT:

- Children understand that books have pages that may contain pictures and/or words.
- Children understand that books contain pages of print that represent language and sometimes there are pictures that help us know what the words describe.

LETTER NAMING CONSTRUCT:

- Children understand that spoken language can be represented by letters.
- Children know features of letters.

APPROACHES TO LEARNING

- Recognize that artists may view or interpret art differently
- Understand that making choices allow them to pursue their interests
- Make a plan and accomplish a task of interest to them
- Understand that their task will be there when they get back

K.V.2.1 • ENGAGEMENT IN SELF-SELECTED ACTIVITIES CONSTRUCT

COGNITIVE DEVELOPMENT

- Classify objects
- Compare physical properties of different kinds of materials
- Recognize key components of art
- Identify the lines, colors, and shapes in works of art
- Apply creative and critical thinking skills
- Create art using a variety of tools, media, and processes
- Use a variety of media to create art
- Describe and compare measurable attributes
- Identify and describe shapes
- Model shapes in the world
- Recognize that counting tells the number of objects
- Use positional words

K.P.2.1 • K.P.2.2 • K.CX.1 • K.CX.1.2 • K.CX.1.3 • K.CX.1.4 • K.CX.1.5 • K.CX.2 • K.CX.2.1 • K.CX.2.2 • K.CR.1 • K.CR.1.1 • K.CR.1.2 • K.V.1 • K.V.1.1 • K.V.1.3 • K.V.1.4 • K.V.1.5 • K.V.2 • K.V.2.2 • K.V.2.3 • K.V.3 • K.V.3.1 • K.V.3.2 • K.V.3.3 • K.CC.4 • MD.K • G.K • K.G.5 • K.G.6 • K.P.1 • K.P.2.1 • K.P.2.2 • OBJECT COUNTING CONSTRUCT

ART CENTER

RATIONALE: By keeping the focus of art as a “process” rather than a “product”, young children are able to assert individuality, solve problems, and develop innovative thinking and creativity, which are essential in today’s globally competitive world.

.....

QUESTIONS TO ASK:

Tell me about your work.

What could you do with those materials?

Is there anything else that you would like to add?

EMOTIONAL & SOCIAL DEVELOPMENT

- Recognize feelings and ways of expressing them
- Create original art that expresses ideas about oneself
- Understand that artists share materials and ideas
- Understand that emotions may be recognized in themselves and others

K.MEH.1.1 • K.ICR.1.1 • K.V.1.2 • K.CX.1.1 • K.CX.2.3 • EMOTIONAL LITERACY CONSTRUCT

HEALTH & PHYSICAL DEVELOPMENT

- Apply competent motor skills and movement patterns
- Cross the midline
- Perform fine manipulation of objects and tools
- Coordinate muscle groups to perform fine manipulation of objects and skilled use of tools

K.MS.1 • CROSSING MID-LINE CONSTRUCT • FINE MOTOR-GRIP AND MANIPULATION & HAND DOMINANCE CONSTRUCT

LANGUAGE DEVELOPMENT & COMMUNICATION

- Narrate a single event or several loosely linked events
- Provide additional detail
- Tell a story

W.K.1 • W.K.2 • W.K.3 • SLK.5

APPROACHES TO LEARNING

- Make choices of interest
- Pursue their interests
- Make a plan and accomplish a task of interest

ENGAGEMENT IN SELF-SELECTED ACTIVITIES CONSTRUCT

EMOTIONAL & SOCIAL DEVELOPMENT

- Recognize feelings and ways of expressing them
- Explain reasons for sharing
- Create original art that expresses ideas about oneself
- Understand the roles of a citizen
- Exemplify positive relationships through fair play and friendship
- Understand that emotions may be experienced in their bodies and expressed in their behaviors
- Understand that emotions may be recognized in themselves and others

K.MEH.1.1 • K.IJR.1.1 • K.V.1.2 • K.CX.1.1 • K.CX.2.3 • K.C&G.1 • K.C&G.1.1 • K.C&G.1.2 • EMOTIONAL LITERACY CONSTRUCT

HEALTH & PHYSICAL DEVELOPMENT

- Recognize the meanings of traffic signs and signals
- Illustrate how to get help in an emergency
- Identify appropriate responses to warning signs, sounds, and labels
- Cross the midline
- Coordinate muscle groups to perform fine manipulation of objects and skilled use of tools

K.PCH.2.1 • K.PCH.2.2 • K.PCH.2.3 • K.PCH.2.4 • CROSSING MID-LINE CONSTRUCT • FINE MOTOR-GRIP AND MANIPULATION & HAND DOMINANCE CONSTRUCT

BLOCK CENTER

RATIONALE: Research suggests that block play provides a wide variety of learning opportunities, including possibilities to help children develop the special reasoning skills important for later Science, Technology, Engineering, & Mathematics (STEM) learning (Kersh, Casey, and Young, 2008).

QUESTIONS TO ASK:

Tell me about your construction.

Why do you think that happened?

What could you do differently?

COGNITIVE DEVELOPMENT

- Count to answer “how many?”
- Describe measurable attributes
- Classify objects
- Identify and describe shapes
- Describe the relative positions of objects
- Correctly name shapes regardless of their orientations or overall size
- Analyze and compare two- and three-dimensional shapes
- Model shapes in the world
- Compose simple shapes to form larger shapes
- Count to tell the number of objects
- Classify objects
- Compare the observable physical properties of different kinds of materials
- Use geographic representations and terms
- Use maps
- Identify physical features
- Using positional words

K.CC.5 • K.CC.6 • K.MD.1 • K.MD.2 • K.MD.3 • K.G. • K.G.1 • K.G.2 • K.G.3 • K.G.4 • K.G.5 • K.G.6 • K.P.1.1 • K.P.2.1 • K.P.2.2 • K.G.1 • K.G.1.1 • K.G.1.3 • K.G.1.4 • K.E.1.2 • OBJECT COUNTING CONSTRUCT

LANGUAGE DEVELOPMENT & COMMUNICATION

- Name what is being written about
- Narrate a single event or loosely linked events
- Demonstrate command of the conventions of standard English grammar and usage
- Use words and phrases acquired

W.K.2 • W.K.3 • L.K.1 • L.K.2 • L.K.6

APPROACHES TO LEARNING

- Make choices of interest
- Pursue their interests
- Make a plan and accomplish a task of interest

ENGAGEMENT IN SELF-SELECTED ACTIVITIES CONSTRUCT

COGNITIVE DEVELOPMENT

- Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group.
- Count to answer “how many?”
- Understand the positions and motions of objects and organisms
- Understand physical properties of objects
- Understand change and observable patterns of weather
- Compare characteristics of animals

K.CC.6 • OBJECT COUNTING CONSTRUCT • K.P.1 • K.P.2 • K.E.1 • K.L.1

EMOTIONAL & SOCIAL DEVELOPMENT

- Understand healthy and effective interpersonal communication and relationships.
- Use behavioral strategies that are responsible and enhance respect of self and others
- Understand the roles of a citizen
- Understand that emotions may be experienced in their bodies and expressed in their behaviors
- Understand that people may feel and respond differently in similar situations

K.ICR.1 • K.PR.4 • K.C&G.1 • EMOTIONAL LITERACY CONSTRUCT

BOOK CENTER

RATIONALE: Providing children access to many different and interesting books from which they can choose and have ample time to enjoy helps them develop a love for books and reading and the motivation and skills to read by themselves.

.....

QUESTIONS TO ASK:

What do you think this book will be about?

What do you think will happen?

What was your favorite part?

HEALTH & PHYSICAL DEVELOPMENT

- Coordinate muscle groups to perform fine manipulation of objects and skills use of tools
- Cross the midline

FINE MOTOR GRIP/MANIPULATION AND HAND DOMINANCE CONSTRUCT • CROSSING MID-LINE CONSTRUCT

LANGUAGE DEVELOPMENT & COMMUNICATION

- Ask and answer questions about key details in a text
- Retell familiar stories, including key details
- Identify characters, settings, and major events
- Ask and answer questions about unknown words
- Recognize common types of texts
- Actively engage in group reading activities with purpose and understanding
- Demonstrate understanding of the organization and basic features of print.
- Demonstrate understanding of spoken words, syllables, and sounds (phonemes)
- Know and apply grade-level phonics and word analysis skills in decoding words
- Read emergent-reader texts with purpose and understanding
- Participate in collaborative conversations
- Ask and answer questions about key details and request clarification
- Understand that books contain pages of print that represent language
- Understand how to respond to directions, requests, and commands in a variety of settings

READING STANDARDS FOR LITERATURE: (RL.K) • READING STANDARDS: FOUNDATIONAL SKILLS (RF.K) • SPEAKING AND LISTENING STANDARDS (SL.K) • BOOK ORIENTATION AND PRINT AWARENESS CONSTRUCT • FOLLOWING DIRECTIONS CONSTRUCT

APPROACHES TO LEARNING

- Make choices of interest
- Pursue their interests
- Make a plan and accomplish a task of interest

K.V.2.1 • ENGAGEMENT IN SELF-SELECTED ACTIVITIES CONSTRUCT

COGNITIVE DEVELOPMENT

- Count to answer “how many?”.
- Describe measurable attributes
- Classify objects
- Identify and describe shapes
- Analyze, compare, create, and compose shapes
- Use positional words.
- Compare characteristics of animals
- Understand change over time.
- Use geographic representations and terms
- Understand basic economic concepts

K.CC.K • COUNTING OBJECTS CONSTRUCT • MD.K • G.K • K.P.1 • K.L.1 • KH.1 • KG.1 • KE.1

EMOTIONAL & SOCIAL DEVELOPMENT

- Understand the roles of a citizen
- Understand how individuals are similar & different
- Respect self and others
- Understand that emotions may be expressed in their behaviors
- Recognize feelings and ways of expressing them
- Understand others may feel and respond differently in similar situations

K.C&G.1 • K.C.1 • K.PR.4 • EMOTIONAL LITERACY CONSTRUCT

DRAMATIC PLAY CENTER

RATIONALE: Dramatic play helps children learn about themselves and the world as they invent and reinvent life situations, make sense of the world around them and work out confusing, scary or new life situations.

QUESTIONS TO ASK:

What plans do you have today?

How can s/he be a part?

What changes need to be made so that can happen?

HEALTH & PHYSICAL DEVELOPMENT

- Use steps of correct hand washing
- Illustrate proper tooth brushing techniques
- Recognize meanings of traffic signs and signals
- Illustrate how to get help in an emergency
- Understand MyPlate as a tool for selecting nutritious foods
- Understand the importance of a variety of nutritious foods and beverages
- Understand how to use household products and medicines safely
- Perform fine manipulation of objects and tools
- Cross the midline

K.PCH.1.1 • KPCH.1.2 • KPCH.2.1 • K.PCH.2.3 • K.NPA.1 • K.NPA.2 • K.ATOD.1 • FINE MOTOR CONSTRUCT

LANGUAGE DEVELOPMENT & COMMUNICATION

- Use movement, voice, and writing to communicate ideas and feelings
- Use performance to communicate ideas & feelings
- Use costumes, sets, props, makeup, lighting, and sound
- Identify characters, settings, and major events in a story
- Understand basic features of print
- Use a combination of drawing, dictating, & writing
- Understand how to respond to directions, requests, and commands in a variety of settings
- Understand that spoken language can be represented by letters

K.C.1 • K.C.2 • K.AE.1 • READING STANDARDS FOR LITERATURE • PRINT CONCEPTS • WRITING • FOLLOWING DIRECTIONS CONSTRUCT • LETTER NAMING CONSTRUCT

APPROACHES TO LEARNING

- Make choices of interest
- Pursue interests
- Make a plan and accomplish a task of interest
- Work toward completion of a plan

ENGAGEMENT IN SELF-SELECTED ACTIVITIES CONSTRUCT

COGNITIVE DEVELOPMENT

- Know number names and the count sequence
- Count to tell the number of objects
- Compare numbers
- Describe and compare measurable attributes
- Classify objects
- Identify and describe shapes
- Analyze, compare, create, and compose shapes
- Recognize that counting tells the number of objects
- Make sense of problems and persevere in solving them
- Compare the observable physical properties of different kinds of materials
- Use positional words
- Construct viable arguments
- Model with mathematics
- Use appropriate tools strategically

K.CC.K • K.OA.K • MD.K • G.K • K.P.1 • K.P.2.1 • K.P.2.2 • K.G.1.4 • V.1.4 • OBJECT COUNTING CONSTRUCT

MATH CENTER

RATIONALE: In order to learn math, children have to actually do math for themselves, rather than to follow how someone else does it. They learn through their experiences with the environment, their interactions with adults and other children, and hands-on experiences with manipulatives, natural objects, games and tools.

.....

QUESTIONS TO ASK:

How many do you think you have?

What would happen if...?

Do you think that would happen every time?

EMOTIONAL & SOCIAL DEVELOPMENT

- Explain reasons for sharing
- Exemplify positive relationships through fair play and friendship
- Explain why citizens obey rules in the classroom, school, home and neighborhood
- Understand that emotions may be recognized in themselves and others

K.MEH.1.1 • K.MEH.1.2 • K.MEH.1.3 • K.ICR.1.1 • K.C&G.1.1 • K.C&G.1.2 • EMOTIONAL LITERACY CONSTRUCT

HEALTH & PHYSICAL DEVELOPMENT

- Apply competent motor skills and movement patterns
- Cross the midline
- Coordinate muscle groups to perform fine manipulation of objects and skilled use of tools

K.MS.1 • CROSSING MID-LINE CONSTRUCT • FINE MOTOR-GRIP AND MANIPULATION & HAND DOMINANCE CONSTRUCT

LANGUAGE DEVELOPMENT & COMMUNICATION

- Use a combination of drawing, dictating, and writing
- Participate in collaborative conversations
- Ask and answer questions

W.K.2 • SL.K.1 • L.K.3 • L.K.2

APPROACHES TO LEARNING

- Make choices of interest
- Pursue their interests
- Make a plan and accomplish a task of interest

ENGAGEMENT IN SELF-SELECTED ACTIVITIES CONSTRUCT

COGNITIVE DEVELOPMENT

- Understand the positions and motions of objects and organisms observed in the environment
- Classify objects by observable physical properties
- Compare the observable physical properties of different kinds of materials and how they are used
- Compare numbers
- Analyze, compare, create, and compose shapes
- Identify locations in the classroom using positional words
- Understand characteristics of the Elements of Art, including lines, shapes, colors, and texture
- Count to answer “how many?”

K.P.1 • K.P.2.1 • K.P.2.2 • K.CC.K • G.K • K.G.1.4 • K.V.1.4 • OBJECT COUNTING CONSTRUCT

HEALTH & PHYSICAL DEVELOPMENT

- Apply competent motor skills & movement patterns
- Illustrate personal responsibility for actions & possessions
- Classify foods by groups in MyPlate
- Coordinate muscle groups to perform fine manipulation of objects and skills use of tools
- Cross the midline

K.MS.1 • K.MEH.1.3 • K.NPA.1.1 • FINE MOTOR GRIP/MANIPULATION AND HAND DOMINANCE CONSTRUCT • CROSSING MID-LINE CONSTRUCT

SCIENCE CENTER

RATIONALE: Research shows the importance of early experiences in science so that students develop problem-solving skills that empower them to participate in an increasingly scientific and technological world (NSTA).

.....

QUESTIONS TO ASK:

How can we find that out?

Could that happen a different way?

What would happen if...?

What do you notice?

EMOTIONAL & SOCIAL DEVELOPMENT

- Recognize feelings and ways of expressing them
- Illustrate personal responsibility for actions and possessions
- Explain reasons for sharing
- Exemplify positive relationships through fair play and friendship
- Understand that emotions may be experienced in their bodies and expressed in their behaviors
- Understand that people may feel and respond differently in similar situations

K.MEH.1.1 • K.MEH.1.3 • K.ICR.1.1 • K.C&G.1.1 • EMOTIONAL LITERACY CONSTRUCT

LANGUAGE DEVELOPMENT & COMMUNICATION

- Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
- Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
- Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Understand how to respond to directions, requests, and commands in a variety of settings

W.K.2 • SL.K.1 • SL.K.3 • L.K.2 • FOLLOWING DIRECTIONS CONSTRUCT

APPROACHES TO LEARNING

- Make choices of interest
- Pursue interests
- Make a plan and accomplish a task of interest
- Work toward completion of a plan

ENGAGEMENT IN SELF-SELECTED ACTIVITIES CONSTRUCT

COGNITIVE DEVELOPMENT

- Understand the meaning of fiction and nonfiction
- Write numbers from 0 to 20
- Communicate the main idea of stories
- Identify Sources of Information
- Use technology tools and skills to reinforce classroom concepts and activities

K.IN.1.1 • K.CC.3 • K.C.1.3 • K.SI.1.1 • K.TT.1

EMOTIONAL & SOCIAL DEVELOPMENT

- Recognize feelings and ways of expressing them
- Understand how to attend to others when they are sharing
- Use oral and written communication skills
- Understand that emotions may be experienced in their bodies and expressed in their behaviors

K.MEH.1.1 • K.ICR.1.1 • K.CU.1.2 • SE.3.1 • EMOTIONAL LITERACY CONSTRUCT

WRITING CENTER

RATIONALE: An inviting Writing Center encourages children to explore the world of print, develop as a writer, and make connections between reading and writing. It also shows that writing is a necessary, meaningful, and enjoyable activity as children write for a variety of purposes.

.....

QUESTIONS TO ASK:

Tell me a story about your picture.

Tell me about your writing.

What gave you the idea to write about this?

HEALTH & PHYSICAL DEVELOPMENT

- Cross the midline
- Coordinate muscle groups to perform fine manipulation of objects and skilled use of tools

CROSSING MID-LINE CONSTRUCT • FINE MOTOR-GRIP AND MANIPULATION & HAND DOMINANCE CONSTRUCT

LANGUAGE DEVELOPMENT & COMMUNICATION

- Recognize that spoken words are represented in written language by specific sequences of letters
- Understand that words are separated by spaces in print
- Demonstrate understanding of spoken words, syllables, and sounds
- Use a combination of drawing, dictating, and writing to compose opinion pieces and informative texts
- Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events
- Explore a variety of digital tools to produce and publish writing
- Participate in shared research and writing projects
- Understand that books have pages that may contain pictures and/or words
- Understand that books contain pages of print that represent language
- Understand that spoken language can be represented by letters
- Know features of letters

RFK.1.B • RFK.1.C • RFK.1.D • RFK.2 • W.K.1 • W.K.2 • W.K.3 • W.K.5 • W.K.6 • W.K.7 • W.K.8 • BOOK ORIENTATION CONSTRUCT • LETTER NAMING CONSTRUCT

APPROACHES TO LEARNING

- Recognize that artists may view or interpret art differently
- Understand that making choices allow them to pursue their interests
- Make a plan and accomplish a task of interest to them
- Understand that their task will be there when they get back

K.V.2.1 • ENGAGEMENT IN SELF-SELECTED ACTIVITIES CONSTRUCT

COGNITIVE DEVELOPMENT

- Classify objects
- Compare physical properties of different kinds of materials
- Recognize key components of art
- Identify the lines, colors, and shapes in works of art
- Apply creative and critical thinking skills
- Create art using a variety of tools, media, and processes
- Use a variety of media to create art
- Describe and compare measurable attributes
- Identify and describe shapes
- Model shapes in the world
- Recognize that counting tells the number of objects
- Use positional words

K.P.2.1 • K.P.2.2 • K.CX.1 • K.CX.1.2 • K.CX.1.3 • K.CX.1.4 • K.CX.1.5 • K.CX.2 • K.CX.2.1 • K.CX.2.2 • K.CR.1 • K.CR.1.1 • K.CR.1.2 • K.V.1 • K.V.1.1 • K.V.1.3 • K.V.1.4 • K.V.1.5 • K.V.2 • K.V.2.2 • K.V.2.3 • K.V.3 • K.V.3.1 • K.V.3.2 • K.V.3.3 • K.CC.4 • MD.K • G.K • K.G.5 • K.G.6 • K.P.1 • K.P.2.1 • K.P.2.2 • OBJECT COUNTING CONSTRUCT

ART CENTER

RATIONALE: By keeping the focus of art as a “process” rather than a “product”, young children are able to assert individuality, solve problems, and develop innovative thinking and creativity, which are essential in today’s globally competitive world.

.....

QUESTIONS TO ASK:

Tell me about your work.

What could you do with those materials?

Is there anything else that you would like to add?

EMOTIONAL & SOCIAL DEVELOPMENT

- Recognize feelings and ways of expressing them
- Create original art that expresses ideas about oneself
- Understand that artists share materials and ideas
- Understand that emotions may be recognized in themselves and others

K.MEH.1.1 • K.ICR.1.1 • K.V.1.2 • K.CX.1.1 • K.CX.2.3 • EMOTIONAL LITERACY CONSTRUCT

HEALTH & PHYSICAL DEVELOPMENT

- Apply competent motor skills and movement patterns
- Cross the midline
- Perform fine manipulation of objects and tools
- Coordinate muscle groups to perform fine manipulation of objects and skilled use of tools

K.MS.1 • CROSSING MID-LINE CONSTRUCT • FINE MOTOR-GRIP AND MANIPULATION & HAND DOMINANCE CONSTRUCT

LANGUAGE DEVELOPMENT & COMMUNICATION

- Narrate a single event or several loosely linked events
- Provide additional detail
- Tell a story

W.K.1 • W.K.2 • W.K.3 • SLK.5

APPROACHES TO LEARNING

- Make choices of interest
- Pursue their interests
- Make a plan and accomplish a task of interest

ENGAGEMENT IN SELF-SELECTED ACTIVITIES CONSTRUCT

EMOTIONAL & SOCIAL DEVELOPMENT

- Recognize feelings and ways of expressing them
- Explain reasons for sharing
- Create original art that expresses ideas about oneself
- Understand the roles of a citizen
- Exemplify positive relationships through fair play and friendship
- Understand that emotions may be experienced in their bodies and expressed in their behaviors
- Understand that emotions may be recognized in themselves and others

K.MEH.1.1 • K.ICR.1.1 • K.V.1.2 • K.CX.1.1 • K.CX.2.3 • K.C&G.1 • K.C&G.1.1 • K.C&G.1.2 • EMOTIONAL LITERACY CONSTRUCT

HEALTH & PHYSICAL DEVELOPMENT

- Recognize the meanings of traffic signs and signals
- Illustrate how to get help in an emergency
- Identify appropriate responses to warning signs, sounds, and labels
- Cross the midline
- Coordinate muscle groups to perform fine manipulation of objects and skilled use of tools

K.PCH.2.1 • K.PCH.2.2 • K.PCH.2.3 • K.PCH.2.4 • CROSSING MID-LINE CONSTRUCT • FINE MOTOR-GRIP AND MANIPULATION & HAND DOMINANCE CONSTRUCT

BLOCK CENTER

RATIONALE: Research suggests that block play provides a wide variety of learning opportunities, including possibilities to help children develop the special reasoning skills important for later Science, Technology, Engineering, & Mathematics (STEM) learning (Kersh, Casey, and Young, 2008).

.....

QUESTIONS TO ASK:

Tell me about your construction.

Why do you think that happened?

What could you do differently?

COGNITIVE DEVELOPMENT

- Count to answer “how many?”
- Describe measurable attributes
- Classify objects
- Identify and describe shapes
- Describe the relative positions of objects
- Correctly name shapes regardless of their orientations or overall size
- Analyze and compare two- and three-dimensional shapes
- Model shapes in the world
- Compose simple shapes to form larger shapes
- Count to tell the number of objects
- Classify objects
- Compare the observable physical properties of different kinds of materials
- Use geographic representations and terms
- Use maps
- Identify physical features
- Using positional words

K.CC.5 • K.CC.6 • K.MD.1 • K.MD.2 • K.MD.3 • K.G. • K.G.1 • K.G.2 • K.G.3 • K.G.4 • K.G.5 • K.G.6 • K.P.1.1 • K.P.2.1 • K.P.2.2 • K.G.1 • K.G.1.1 • K.G.1.3 • K.G.1.4 • K.E.1.2 • OBJECT COUNTING CONSTRUCT

LANGUAGE DEVELOPMENT & COMMUNICATION

- Name what is being written about
- Narrate a single event or loosely linked events
- Demonstrate command of the conventions of standard English grammar and usage
- Use words and phrases acquired

W.K.2 • W.K.3 • L.K.1 • L.K.2 • L.K.6

APPROACHES TO LEARNING

- Make choices of interest
- Pursue their interests
- Make a plan and accomplish a task of interest

ENGAGEMENT IN SELF-SELECTED ACTIVITIES CONSTRUCT

COGNITIVE DEVELOPMENT

- Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group.
- Count to answer “how many?”
- Understand the positions and motions of objects and organisms
- Understand physical properties of objects
- Understand change and observable patterns of weather
- Compare characteristics of animals

K.CC.6 • OBJECT COUNTING CONSTRUCT • K.P.1 • K.P.2 • K.E.1 • K.L.1

EMOTIONAL & SOCIAL DEVELOPMENT

- Understand healthy and effective interpersonal communication and relationships.
- Use behavioral strategies that are responsible and enhance respect of self and others
- Understand the roles of a citizen
- Understand that emotions may be experienced in their bodies and expressed in their behaviors
- Understand that people may feel and respond differently in similar situations

K.ICR.1 • K.PR.4 • K.C&G.1 • EMOTIONAL LITERACY CONSTRUCT

BOOK CENTER

RATIONALE: Providing children access to many different and interesting books from which they can choose and have ample time to enjoy helps them develop a love for books and reading and the motivation and skills to read by themselves.

.....

QUESTIONS TO ASK:

What do you think this book will be about?

What do you think will happen?

What was your favorite part?

HEALTH & PHYSICAL DEVELOPMENT

- Coordinate muscle groups to perform fine manipulation of objects and skills use of tools
- Cross the midline

FINE MOTOR GRIP/MANIPULATION AND HAND DOMINANCE CONSTRUCT • CROSSING MID-LINE CONSTRUCT

LANGUAGE DEVELOPMENT & COMMUNICATION

- Ask and answer questions about key details in a text
- Retell familiar stories, including key details
- Identify characters, settings, and major events
- Ask and answer questions about unknown words
- Recognize common types of texts
- Actively engage in group reading activities with purpose and understanding
- Demonstrate understanding of the organization and basic features of print.
- Demonstrate understanding of spoken words, syllables, and sounds (phonemes)
- Know and apply grade-level phonics and word analysis skills in decoding words
- Read emergent-reader texts with purpose and understanding
- Participate in collaborative conversations
- Ask and answer questions about key details and request clarification
- Understand that books contain pages of print that represent language
- Understand how to respond to directions, requests, and commands in a variety of settings

READING STANDARDS FOR LITERATURE: (RL.K) • READING STANDARDS: FOUNDATIONAL SKILLS (RF.K) • SPEAKING AND LISTENING STANDARDS (SL.K) • BOOK ORIENTATION AND PRINT AWARENESS CONSTRUCT • FOLLOWING DIRECTIONS CONSTRUCT

APPROACHES TO LEARNING

- Make choices of interest
- Pursue their interests
- Make a plan and accomplish a task of interest

K.V.2.1 • ENGAGEMENT IN SELF-SELECTED ACTIVITIES CONSTRUCT

COGNITIVE DEVELOPMENT

- Count to answer “how many?”.
- Describe measurable attributes
- Classify objects
- Identify and describe shapes
- Analyze, compare, create, and compose shapes
- Use positional words.
- Compare characteristics of animals
- Understand change over time.
- Use geographic representations and terms
- Understand basic economic concepts

K.CC.K • COUNTING OBJECTS CONSTRUCT • MD.K • G.K • K.P.1 • K.L.1 • KH.1 • KG.1 • KE.1

EMOTIONAL & SOCIAL DEVELOPMENT

- Understand the roles of a citizen
- Understand how individuals are similar & different
- Respect self and others
- Understand that emotions may be expressed in their behaviors
- Recognize feelings and ways of expressing them
- Understand others may feel and respond differently in similar situations

K.C&G.1 • K.C.1 • K.PR.4 • EMOTIONAL LITERACY CONSTRUCT

DRAMATIC PLAY CENTER

RATIONALE: Dramatic play helps children learn about themselves and the world as they invent and reinvent life situations, make sense of the world around them and work out confusing, scary or new life situations.

QUESTIONS TO ASK:

What plans do you have today?

How can s/he be a part?

What changes need to be made so that can happen?

HEALTH & PHYSICAL DEVELOPMENT

- Use steps of correct hand washing
- Illustrate proper tooth brushing techniques
- Recognize meanings of traffic signs and signals
- Illustrate how to get help in an emergency
- Understand MyPlate as a tool for selecting nutritious foods
- Understand the importance of a variety of nutritious foods and beverages
- Understand how to use household products and medicines safely
- Perform fine manipulation of objects and tools
- Cross the midline

K.PCH.1.1 • KPCH.1.2 • KPCH.2.1 • K.PCH.2.3 • K.NPA.1 • K.NPA.2 • K.ATOD.1 • FINE MOTOR CONSTRUCT

LANGUAGE DEVELOPMENT & COMMUNICATION

- Use movement, voice, and writing to communicate ideas and feelings
- Use performance to communicate ideas & feelings
- Use costumes, sets, props, makeup, lighting, and sound
- Identify characters, settings, and major events in a story
- Understand basic features of print
- Use a combination of drawing, dictating, & writing
- Understand how to respond to directions, requests, and commands in a variety of settings
- Understand that spoken language can be represented by letters

K.C.1 • K.C.2 • K.AE.1 • READING STANDARDS FOR LITERATURE • PRINT CONCEPTS • WRITING • FOLLOWING DIRECTIONS CONSTRUCT • LETTER NAMING CONSTRUCT

APPROACHES TO LEARNING

- Make choices of interest
- Pursue interests
- Make a plan and accomplish a task of interest
- Work toward completion of a plan

ENGAGEMENT IN SELF-SELECTED ACTIVITIES CONSTRUCT

COGNITIVE DEVELOPMENT

- Know number names and the count sequence
- Count to tell the number of objects
- Compare numbers
- Describe and compare measurable attributes
- Classify objects
- Identify and describe shapes
- Analyze, compare, create, and compose shapes
- Recognize that counting tells the number of objects
- Make sense of problems and persevere in solving them
- Compare the observable physical properties of different kinds of materials
- Use positional words
- Construct viable arguments
- Model with mathematics
- Use appropriate tools strategically

K.CC.K • K.OA.K • MD.K • G.K • K.P.1 • K.P.2.1 • K.P.2.2 • K.G.1.4 • V.1.4 • OBJECT COUNTING CONSTRUCT

MATH CENTER

RATIONALE: In order to learn math, children have to actually do math for themselves, rather than to follow how someone else does it. They learn through their experiences with the environment, their interactions with adults and other children, and hands-on experiences with manipulatives, natural objects, games and tools.

.....

QUESTIONS TO ASK:

How many do you think you have?

What would happen if...?

Do you think that would happen every time?

EMOTIONAL & SOCIAL DEVELOPMENT

- Explain reasons for sharing
- Exemplify positive relationships through fair play and friendship
- Explain why citizens obey rules in the classroom, school, home and neighborhood
- Understand that emotions may be recognized in themselves and others

K.MEH.1.1 • K.MEH.1.2 • K.MEH.1.3 • K.ICR.1.1 • K.C&G.1.1 • K.C&G.1.2 • EMOTIONAL LITERACY CONSTRUCT

HEALTH & PHYSICAL DEVELOPMENT

- Apply competent motor skills and movement patterns
- Cross the midline
- Coordinate muscle groups to perform fine manipulation of objects and skilled use of tools

K.MS.1 • CROSSING MID-LINE CONSTRUCT • FINE MOTOR-GRIP AND MANIPULATION & HAND DOMINANCE CONSTRUCT

LANGUAGE DEVELOPMENT & COMMUNICATION

- Use a combination of drawing, dictating, and writing
- Participate in collaborative conversations
- Ask and answer questions

W.K.2 • SL.K.1 • L.K.3 • L.K.2

APPROACHES TO LEARNING

- Make choices of interest
- Pursue their interests
- Make a plan and accomplish a task of interest

ENGAGEMENT IN SELF-SELECTED ACTIVITIES CONSTRUCT

COGNITIVE DEVELOPMENT

- Understand the positions and motions of objects and organisms observed in the environment
- Classify objects by observable physical properties
- Compare the observable physical properties of different kinds of materials and how they are used
- Compare numbers
- Analyze, compare, create, and compose shapes
- Identify locations in the classroom using positional words
- Understand characteristics of the Elements of Art, including lines, shapes, colors, and texture
- Count to answer “how many?”

K.P.1 • K.P.2.1 • K.P.2.2 • K.CC.K • G.K • K.G.1.4 • K.V.1.4 • OBJECT COUNTING CONSTRUCT

HEALTH & PHYSICAL DEVELOPMENT

- Apply competent motor skills & movement patterns
- Illustrate personal responsibility for actions & possessions
- Classify foods by groups in MyPlate
- Coordinate muscle groups to perform fine manipulation of objects and skills use of tools
- Cross the midline

K.MS.1 • K.MEH.1.3 • K.NPA.1.1 • FINE MOTOR GRIP/MANIPULATION AND HAND DOMINANCE CONSTRUCT • CROSSING MID-LINE CONSTRUCT

SCIENCE CENTER

RATIONALE: Research shows the importance of early experiences in science so that students develop problem-solving skills that empower them to participate in an increasingly scientific and technological world (NSTA).

.....

QUESTIONS TO ASK:

How can we find that out?

Could that happen a different way?

What would happen if...?

What do you notice?

EMOTIONAL & SOCIAL DEVELOPMENT

- Recognize feelings and ways of expressing them
- Illustrate personal responsibility for actions and possessions
- Explain reasons for sharing
- Exemplify positive relationships through fair play and friendship
- Understand that emotions may be experienced in their bodies and expressed in their behaviors
- Understand that people may feel and respond differently in similar situations

K.MEH.1.1 • K.MEH.1.3 • K.ICR.1.1 • K.C&G.1.1 • EMOTIONAL LITERACY CONSTRUCT

LANGUAGE DEVELOPMENT & COMMUNICATION

- Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
- Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
- Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Understand how to respond to directions, requests, and commands in a variety of settings

W.K.2 • SL.K.1 • SL.K.3 • L.K.2 • FOLLOWING DIRECTIONS CONSTRUCT

APPROACHES TO LEARNING

- Make choices of interest
- Pursue interests
- Make a plan and accomplish a task of interest
- Work toward completion of a plan

ENGAGEMENT IN SELF-SELECTED ACTIVITIES CONSTRUCT

COGNITIVE DEVELOPMENT

- Understand the meaning of fiction and nonfiction
- Write numbers from 0 to 20
- Communicate the main idea of stories
- Identify Sources of Information
- Use technology tools and skills to reinforce classroom concepts and activities

K.IN.1.1 • K.CC.3 • K.C.1.3 • K.SI.1.1 • K.TT.1

EMOTIONAL & SOCIAL DEVELOPMENT

- Recognize feelings and ways of expressing them
- Understand how to attend to others when they are sharing
- Use oral and written communication skills
- Understand that emotions may be experienced in their bodies and expressed in their behaviors

K.MEH.1.1 • K.ICR.1.1 • K.CU.1.2 • SE.3.1 • EMOTIONAL LITERACY CONSTRUCT

WRITING CENTER

RATIONALE: An inviting Writing Center encourages children to explore the world of print, develop as a writer, and make connections between reading and writing. It also shows that writing is a necessary, meaningful, and enjoyable activity as children write for a variety of purposes.

.....

QUESTIONS TO ASK:

Tell me a story about your picture.

Tell me about your writing.

What gave you the idea to write about this?

HEALTH & PHYSICAL DEVELOPMENT

- Cross the midline
- Coordinate muscle groups to perform fine manipulation of objects and skilled use of tools

CROSSING MID-LINE CONSTRUCT • FINE MOTOR-GRIP AND MANIPULATION & HAND DOMINANCE CONSTRUCT

LANGUAGE DEVELOPMENT & COMMUNICATION

- Recognize that spoken words are represented in written language by specific sequences of letters
- Understand that words are separated by spaces in print
- Demonstrate understanding of spoken words, syllables, and sounds
- Use a combination of drawing, dictating, and writing to compose opinion pieces and informative texts
- Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events
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- Participate in shared research and writing projects
- Understand that books have pages that may contain pictures and/or words
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